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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 21 titles deal with a variety of topics, including the following: the effect of music programs on reading ability; a coordinated laboratory-classroom approach to the teaching of reading; teachers' attitudes toward the language experience approach as a supplement to the basal reader; the effects of auditory discrimination training on reading readiness; reading questions in basal reading series; a comparison of a psycholinguistic and a conventional reading approach; practices of successful primary teachers of reading; relationships between teacher attitudes and verbal interaction during reading instruction; an individualized reading approach using peer teachers; possible sex differences in reading achievement of pupils from open and traditional classroom settings; students' reading and mathematics achievement before and after decentralization in selected Detroit schools; the effect of selected prereading skills on subsequent reading achievement; an approach to teaching three-year-old children to read; and children's vocabulary achievement change over summer vacation. (GW)

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THE EFFECT OF MUSIC PROGRAMS ON SECOND GRADE PUPILS' READING ABILITY

BABBITT, Mary Rita, Mus.Ed.D.
Indiana University, 1976

Chairman: Dr. Charles R. Hoffer

The purposes of this study are to determine the differences in music programs taught by music specialists as compared to music programs taught by classroom teachers at the second grade level, to determine if music programs taught by music specialists for approximately sixty minutes a week are more effective than music programs taught by second grade classroom teachers in improving the reading ability of second grade pupils, and to determine if socio-economic status or reading program affects the reading achievement of second grade pupils having music taught by specialists as compared to second grade pupils having music taught by classroom teachers.

The null hypothesis, which takes into consideration several a priori comparisons, states that there is no significant difference between the reading achievement of second grade classes who have music taught by a music specialist for approximately sixty minutes a week and those who have music taught by the classroom teacher.

The study, which was conducted for two full semesters during the 1974–75 school year, involved nine experimental and six control second grade classes. Five school systems from the state of Indiana were selected on the basis of their music program and their reading program.

The classes were paired on the basis of experimental and control groups according to socio-economic status and treatment (reading program and music instruction) in order to determine the effect of the music program on the criterion variable. The use of music specialists for some music classes and classroom teachers for others was the main variable determining the difference between experimental and control classes.

Information pertaining to the music, reading, and reading-related classes was obtained through the observations of the researcher and three instruments: a music questionnaire, a reading questionnaire, and a questionnaire for second grade homeroom teachers.

The Word Knowledge and Reading sections of the Metropolitan Achievement Tests, Primary II, 1970, a standardized language reading test, were administered by the classroom teachers at the beginning and end of the school year. T-tests were performed on the simple difference scores of each a priori comparison.

Based on the results of this investigation, the following conclusions may be drawn: (1) Some music programs taught by classroom teachers could be considered comparable to music programs taught by specialists at the second grade level when considering the variables of time, method and materials, quality of teaching, concepts and skills emphasized, and additional music activities. (2) In only one case did the experimental pupils having music taught by a specialist for sixty minutes a week significantly improve their reading ability as compared to the control pupils having music taught by a classroom teacher. (3) In no case did the control pupils having music taught by a classroom teacher significantly improve their reading ability as compared to the experimental pupils having music taught by a specialist. (4) Socio-economic status and reading program do not have any significant effect on the reading achievement of second grade pupils having music taught by specialists as compared to second grade pupils having music taught by classroom teachers.

Order No. 77-7341, 152 pages.

EFFECTS OF A COORDINATED LABORATORY CLASSROOM APPROACH TO THE TEACHING OF READING IN GRADES 3, 4, 5

CONYERS, John Gale, Ed.D.
Oklahoma State University, 1976

Scope of Study: The purpose of this study was threefold: (1) to determine the gain in score effects of a Coordinated Laboratory-Classroom Approach to the teaching of reading in grades 3, 4, and 5 within a framework of specifically defined variables; (2) to determine the effects of student attitudes toward a Coordinated Laboratory-Classroom Approach to the teaching of reading; and (3) to yield information for current data banks in the field of reading research.

The two methods of instruction selected for study were the Coordinated Laboratory-Classroom Approach and the traditional approaches to the teaching of reading. The dependent variables for the study were: gain score in reading vocabulary and gain score in reading comprehension. The independent variables for the study were: grade levels and teaching methodologies.

Students in grades three, four, and five were considered by the study with over three hundred students tested. Students in grades three, four, and five in the experimental and control schools were pre-tested in September and post-tested in May with the Iowa Test of Basic Skills and the Estes Attitude Scales. Twenty-three students (randomly chosen) from each grade level in the experimental and control schools comprised the sample chosen for research examination.

The Statistical Analysis System (SAS) was used to process the statistical data. The multivariate analysis of variance (MANOVA) procedure was used to determine whether differences in vocabulary and reading comprehension were actually attributed to the method of instruction. This statistical test was used since the response variables are probably not independent. Only if the multivariate analysis of variance supported the existence of a difference between the traditional approach and Coordinated Laboratory-Classroom Approach is it statistically valid to investigate in which dimension this difference was generated. Hypotheses that were supported at an observed significance level of .10 were accepted.

A three-way analysis of variance was used to analyze the attitude data. The variables and their levels were: 1. Methodology 2. Time Tests – September (Pre) and May (Post) 3. Grade levels 3, 4, 5. Attitudes of the students in the experimental and control groups were also measured for change.

Findings and Conclusions: Based on the data from the study, the following conclusions were drawn: (1) on the basis of the mean gain score comparison, there was a difference between the traditional approach and the Coordinated Laboratory-Classroom Approach to the teaching of reading. Therefore, it was meaningful to determine the significant dimension of this difference; (2) it was concluded that students instructed through the Coordinated Laboratory-Classroom Approach to the teaching of reading yield higher gain scores in comprehension as measured by the Iowa Test of Basic Skills. (3) It was concluded that students receiving reading instruction through the Coordinated Laboratory-Classroom Approach scored better on the Iowa Test of Basic Skills/Vocabulary than students receiving traditional reading instruction. (4) The data revealed a difference in attitude change between the Garrison – Experimental and Caldwell – Control group schools. The difference in attitude change was significant enough to say that the students who receive reading instruction through the Coordinated Laboratory-Classroom Approach have "better" or more positive attitudes toward the reading process than students receiving the traditional method. (5) Attitudinal data revealed that students instructed through the Coordinated Laboratory-Classroom Approach have better gain scores in attitudes than the traditional reading instruction group.

Order No. 77-5057, 100 pages.

A SURVEY ON THE ATTITUDES OF CLASSROOM TEACHERS TOWARD THE LANGUAGE EXPERIENCE APPROACH AS A SUPPLEMENT TO THE BASAL READER IN MAKING ADJUSTMENTS FOR INDIVIDUAL DIFFERENCES AMONG STUDENTS IN AN URBAN SCHOOL SYSTEM

CROSBY, Margaree Seawright, Ed.D.
University of Massachusetts, 1976

Director: Dr. Rudine Sims

The language experience approach (L.E.A.) is a method of reading instruction which encourages children to create their own reading materials by dictating or writing stories in their familiar speech pattern. In establishing the basis of this study, it was noted that the limited degree of pre-structure associated with the language experience approach may cause many teachers to develop negative attitudes toward this method of teaching reading. In addition, it was noted that some investigators provide support for the notion that how people "feel" about something may be more important than what they "know" about it. Consequently, it was deemed reasonable to assume that teacher attitudes toward a particular teaching method may be a significant factor in the success or failure of adjusting the components of teaching and learning to meet the needs of each particular child.

The purpose of this survey was to ascertain the expressed attitudes of classroom teachers toward the language experience approach as a supplement to the basal reader in making adjustments for individual differences among students in an urban school system. More specifically, this study sought to determine the degree to which classroom teachers feel that the language experience approach can contribute to the quality of reading instruction in their schools.

This information was ascertained from 175 urban school teachers via a questionnaire constructed by the investigator followed by statistical analysis of the data. Three statistical procedures were employed to analyze the data: (1) measures of central tendency, (2) Pearson Product-Moment Correlation, and (3) chi-square analysis.

Based on the analysis of the data, the following primary conclusions were drawn relative to one major research question and four subsidiary questions that this survey sought to answer: 1. Classroom teachers do not express attitudes toward the language experience approach as a supplement to the basal reader in making adjustments for individual differences among students in an urban school system that can be characterized as positive and facilitative. A. There is no significant difference in the expressed attitudes of primary and intermediate level teachers toward the language experience approach as a supplement to the basal reader in making adjustments for individual differences among students in an urban school system. B. There is no significant difference in the expressed attitude of teachers with 1 to 10 years experience and teachers with over 10 years experience toward the language experience approach as a supplement to the basal reader in making adjustments for individual differences among students in an urban school system. C. There is no significant difference in the expressed attitudes of male and female teachers toward the language experience approach as a supplement to the basal reader in making adjustments for individual differences among students in an urban school system. D. There is no significant difference in the expressed attitudes of minority and white teachers toward the language experience approach as a supplement to the basal reader in making adjustments for individual differences among students in an urban school system.

In addition, the following conclusions were drawn from an analysis of responses to individual statements on the instrument: 1. More female than male teachers feel that the reading process can be easy for children when instruction starts with experiences in their own language. 2. More teachers with 1 to 10 years experience than teachers with over 10 years of experience feel that child dictated stories should be recorded in the natural language and speech pattern expressed by the child. 3. More minority than white teachers tend to feel that teachers can help each child gain confidence in oral and written expressions by providing time daily for experience sharing sessions. 4. More female than male teachers feel that teachers can utilize the language experience approach to enhance the effectiveness of their beginning reading programs. 5. More female than male teachers feel that the language experience approach can enhance the development of positive self-concepts among children when reading. 6. More minority than white teachers feel that the language experience approach can enhance the development of positive self-concepts among students. 7. More teachers with 1 to 10 years experience than teachers with over 10 years experience feel that teachers should help children improve their communication skills by encouraging them to find ways to share their ideas, experiences, and feelings. 8. More primary than intermediate level teachers feel that the language experience approach is not too unstructured to be of much practical use in the classroom. 9. More female than male teachers feel that the language experience approach is not too unstructured to be of much practical use in the classroom. 10. More minority than white teachers feel that where children speak non-standard English, teachers should make extensive use of the language experience approach as a supplement to the basal reader in making adjustments for individual differences among students. 11. More minority than white teachers feel that the language experience approach is an effective method for working with the multi-faceted problems of culturally different children. 12. More teachers with 1 to 10 years experience than teachers with over 10 years experience feel that teachers can utilize the language experience approach as a supplement to the basal reader in making adjustments for individual differences among students regardless of class size. 13. More minority than white teachers strongly feel that the language experience approach can be used effectively with children who speak non-standard English. 14. More minority than white teachers feel that supplementing the basal reader with the language experience approach should greatly enhance teachers' ability to make adjustments for individual differences among students. 15. More teachers with 1 to 10 years experience than teachers with over 10 years experience feel that the results of the language experience approach justify the amount of time and energy utilized by the teacher. 16. More female than male teachers feel that the results of the language experience approach justify the amount of time and energy utilized by the teacher. Order No. 77-6378, 149 pages.

THE EFFECTS OF SPECIFIC AUDITORY DISCRIMINATION TRAINING ON READING READINESS AND AUDITORY DISCRIMINATION SKILLS IN THE KINDERGARTEN CHILD

DUNN, Francis Eugene, Ed.D.
Northern Arizona University, 1977

Adviser: Dr. Roger Thweatt

The purposes of this study were: determine the effectiveness of increasing auditory discrimination skills in kindergarten children through a progressively more difficult series of lessons prepared by the investigator, and determine the effect of these auditory discrimination lessons on reading readiness. Additionally, the study sought to determine if a relationship existed between auditory discrimination ability and measured potential (intelligence) at the kindergarten level. Finally, comparisons were made to determine which of two popular tests of auditory discrimination was more closely related to selected measures of reading readiness.

Twenty-four kindergarten children were assigned to one of three groups with equal sample size. Each group met with the investigator three days each week for approximately 15 minutes each day for seven weeks. One group received only auditory discrimination training, and a second group received only auditory motor training, and a third group received only visual motor training.

The findings indicated that even though trends in the predicted directions were found the auditory discrimination program utilized in this study did not lead to statistically higher auditory discrimination scores following 20 days of training. In addition, the group trained specifically in auditory discrimination did not perform significantly better than the groups that received auditory motor or visual motor training on selected subtests of a reading readiness test. A moderate positive relationship was found between auditory discrimination ability and measured intelligence. Finally, since both measures of auditory discrimination correlated similarly with selected subtests of a reading readiness test, any conclusions regarding either test of auditory discrimination as being more closely related to reading readiness would be unfounded.

Order No. 77-12,722, 96 pages.

AN ANALYSIS OF READING QUESTIONS IN BASAL READING SERIES BASED ON BLOOM'S TAXONOMY

HABECKER, James Edward, Ed.D.
University of Pennsylvania, 1976

Supervisor: J. Wesley Schneyer

This study was concerned with an analysis of objectives in basal-reader manuals as inferred from the reading questions found in the manuals. The research problem was concerned with 1) the development of a classification scheme, 2) the analysis and classification of reading questions asked by the manuals of four major publishers of basal readers during the 1950–1959 period and those same publishers during the 1966–1975 period, and 3) the description and comparison of reading question patterns, according to the classification scheme, of the two time periods.

Six major categories in Bloom's Taxonomy were used to develop a classification scheme: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. Under each major category specific reading tasks were selected from professional textbooks, basal readers, and other sources.

The classification scheme was considered adequate and reliable after submitting it to several trials with four judges. A total of 144 lesson plans were selected from four major publications; 72 chosen from the 1950–1959 period and 72 from the 1966–1975 period. A total of 6,988 reading questions were classified from the 144 lesson plans. Of these, 2,754 questions were from the 1950–1959 period and 4,234 were from the 1966–1975 period. In order to draw conclusions regarding the significance of the differences in obtained frequencies of the reading questions, Chi-square tests were carried out. The results provided statistical evidence to support the answers to the research questions of this study.

Chi-square values indicated that differences do exist on the reading question patterns among the basal series in both time periods. Also, Chi-square values indicated that differences do exist on the reading question patterns of the four basal series when comparing the 1950–1959 and 1966–1975 editions of each basal series at the second, fourth, and sixth reader levels. Chi-square values in each of these areas were high enough to indicate that such patterns are highly unlikely to have been the effect of chance.

The following conclusions may be drawn from the findings of the study: 1) Among the series examined, there were wide differences in provision for a variety of reading questions. None of the reading series appeared to have a planned distribution of questions over the six categories and over the second, fourth, and sixth reader series. 2) Application questions were least emphasized at all reader levels by all four series in both time periods. 3) On the basis of the large percentage of Knowledge questions, at all levels, and in most series, it seems clear that the basal readers have placed great emphasis on "memory" and "recall" questions in the Knowledge category. 4) Knowledge and Comprehension took up the largest portion of questions at all reading levels in the four series. Most of the percentages were above 70% in both time periods. 5) The findings raise questions about the nature of reading as viewed by the authors of the four series. If the questions used are evidence of how the authorities view reading, then it can be seen as simple grasp and recall of content read. 6) There seems to be a growing concern with questions on Analysis, Synthesis, and Evaluation as shown by fairly general increases in these categories in most basal series studied.

Order No. 77-4673, 124 pages.

A COMPARATIVE STUDY OF THE EFFECTS OF A PSYCHOLINGUISTIC READING PROGRAM AND A CONVENTIONAL SKILLS APPROACH READING PROGRAM, BOTH SUPPLEMENTED BY A TELEVISION SCRIPT READING PROGRAM ON THE READING COMPREHENSION OF SIXTH GRADERS

HATALA, Catherine Cecelia, Ed.D.
Temple University, 1976

Major Adviser: Professor Carl A. Lefevre

The Statement of the Problem

The purpose of this study was to investigate and compare the effects of Lefevre, Lefevre, and Shore's Reading by Patterns on two black sixth-grade classes with the effects of Richard A. Boning's Specific Skills Series on two other black sixth-grade classes, both supplemented by a mandated TV script reading program.

Procedure

This three-month study involved 124 black sixth-grade students in four reading classes in an urban middle school. Though the school's goal was stratification by reading levels, pretesting revealed this was not accomplished, and all students were reading below grade level.

Of the four classes, two were randomly selected as experimental groups (Reading by Patterns); the other two as control groups (Specific Skills Series). Both groups used the TV program one day a week. The regularly assigned teacher taught all four classes.

Pre- and posttests were the comprehension subtest of the Stanford Diagnostic Reading Test, Level II, Forms W and X, the comprehension subtest of the Gates-MacGinitie Reading Test, Survey D, Forms 1 and 2, and the Lefevre Reading Comprehension Test, Form 1.

Null Hypotheses

Hypothesis #1 There is no significant difference in amount learned or lost as measured by pre- and posttests by males and females in each of the four treatment groups. Hypothesis #2 There is no significant difference among the four groups in reading achievement. Hypothesis #3 There is no significant sex difference in reading achievement among the four groups.

To test Hypothesis #1, a t test of correlated means for each of the four groups, by sex, was calculated. Each group acted as its own control. To test Hypotheses #2 and #3, a multivariate analysis of variance was calculated on pretest data; analysis indicated a significant difference (.001) among the four groups, but no significant sex nor sex by group interaction. On posttest data, a multivariate analysis of covariance and the Scheffé post-hoc multivariate were calculated. The alpha level of rejection was set at .05. A Pearson coefficient correlation matrix was developed for all three tests.

Conclusions

1. In significant gains in reading comprehension, results indicate that the comprehensive use of Reading by Patterns, supplemented by a TV script reading program, may be an effective means of improving reading comprehension. 2. In significant gains in reading comprehension, results indicate the comprehensive use of Specific Skills Series, supplemented by a TV script reading program, may be an effective means of improving reading comprehension. 3. Due to the inequality of the four sixth-grade classes, it cannot be concluded that either the Reading by Patterns program or the Specific Skills Series program, both supplemented by a TV script reading program, produced greater gains in reading achievement. 4. Though it was found that the Lefevre Reading Comprehension Test was in many instances highly correlated with itself and the two standardized tests, such relationships must be viewed with reservation. The unequal groups functioning differently as a result of the two treatments and the unique nature of the test and the groups' response to it, may have contributed to making these correlations less consistent than might have been hoped for.

Implications

Results imply that Reading by Patterns, used as the main component in a reading program, may be an effective means of improving the reading comprehension achievement of black sixth-grade students reading below grade level in a low socioeconomic area urban middle school.

Results also imply that Specific Skills Series, when used in classes in which individuals worked alone, may be an effective means of improving the reading comprehension achievement of the same kinds of students.

Because of inequality and differences among the four classes, it would appear that both the Reading by Patterns and the Specific Skills Series programs had positive but different effects on the students involved in this experiment.

Order No. 77-4981, 209 pages.

REINFORCEMENT, TIME-USE, AND ACTUAL CLASSROOM PRACTICES OF SUCCESSFUL PRIMARY TEACHERS OF READING

HAUTALA, Lynda Winfrey, Ed.D.
University of Georgia, 1976

Major Professor: George E. Mason

The purpose of this study was to describe commonalities in amount of positive and negative reinforcement, on-task versus off-task behaviors and actual teaching practices of successful primary classroom teachers of reading.

The subjects were 24 primary teachers whose students had over the past three to five years averaged 1.27 academic years gain in reading achievement per eight month's instruction in reading. The teachers were also recommended by their principals as effective teachers.

Each of the teachers was observed by the investigator for at least one hour. Three systematic observation instruments were used during the observations to record behaviors that occurred. The Reinforcement Schedule was used for recording the type and amount of reinforcement. On-task and off-task behaviors were coded on the Time Schedule. The Teacher Observation/Interview Guide was used during the observations for recording specific instructional practices and as a guide for interviews with the teachers. The investigator conducted interviews with each of the teachers to augment the observations.

The mean percent of positive reinforcement given by the teachers was 40.2 with a standard deviation of 15.9 percent. The mean percent of negative reinforcement was 3.0 with a standard deviation of 1.5 percent. On-task behaviors are those behaviors which are directly related to the instructional task at hand. The subjects demonstrated on-task behavior an average of 88 percent of the time. The range was 74 to 100 percent.

The teachers in this study reported that they used the basal reader approach as the core program for all their students. They all followed the manual for the basal series in teaching word recognition and comprehension skills. Records of students' performance were kept by 92 percent of the teachers. All of the teachers above grade one administered informal reading inventories to determine group placement. The number of reading groups in each classroom ranged from three to six with the largest number of teachers, 41.7 percent, having three groups.

All of the teachers reported that they read daily to their students. However, only half of the teachers set aside a specified amount of time for students to read independently.

Order No. 77-12,389, 106 pages.

ACHIEVEMENT TEST GAINS AND THE CORRELATION BETWEEN MASTERY OF SELECTED LANGUAGE SKILLS AND ACHIEVEMENT TEST SCORES OF LOW SUCCESS-POTENTIAL SECOND- AND THIRD-GRADE STUDENTS

JORDAN, Richard Owen, Ph.D.
University of Utah, 1977

Chairman: Ethna R. Reid

This study sought to determine the correlation between the achievement level of children of low success-potential with a program containing a consistent application of high mastery requirements. In addition, the effect of IQ, sex, ethnic background, and number of years in the program on achievement was investigated.

The major question to be answered was: "Are significant gains possible from children of low success-potential in a program of high mastery requirement?"

Approximately 500 subjects were involved. They were second- and third-grade students from Todd School in Uintah School District (over 50 percent Ute Indian population on the Ute Indian Reservation), Jefferson School in Ogden School District, (approximately 33 percent Black and 33 percent Chicano students), and Hawthorne School in Salt Lake City School District (with students primarily from low and middle socioeconomic population)--all in Utah.

Hypothesis 1 stated: No correlation will be found between specific reading skills mastered (as measured by the book and unit completed at the end of the year) and achievement (as measured by standardized test scores obtained at the same time) among second- and third-grade students (a) from three separate schools with significant numbers having low success-potential, (b) from different ethnic groups, (c) of a different sex, and (d) with varying years in the experimental program.

Significant correlations were found between specific reading skills mastered and achievement among second- and third-grade students in each of the subcategories. Hypothesis 1 was rejected in its entirety.

Hypothesis 2 stated: No correlation will be found between mental ability (as measured by the Otis-Lennon Mental Ability Test) and mastery of specific reading skills (as evidenced by book and unit completed at the time of testing) among second- and third-grade students (a) in a given school, (b) from different ethnic groups, (c) of a different sex, and (d) with varying years in the experimental program.

Significant correlations were found between mental ability and mastery of specific reading skills in three of the subcategories. The exception was the data relating to ethnic origin. Data on Blacks and Indians were not significant; data on Caucasians and Chicanos were. Hypothesis 2, with the exception of part b which was inconclusive, was rejected.

Hypothesis 3 stated: No significant gains on the Metropolitan Achievement Test or the Gates MacGinitie Reading Test will be made by second- and third-grade students from three separate schools with significant numbers having low success-potential.

Significant gains were made on both the Gates-MacGinitie Reading Test and the Metropolitan Achievement Test in each of the subcategories. Hypothesis 3 was rejected.

Each of the null hypotheses were rejected, with some qualification on Hypothesis 2b, for which the data were inconsistent.

Based on the findings of this study, the following conclusions were formulated regarding the achievement of low success-potential pupils similar to those in this study: 1. Mastery expectations of 85 percent and higher will yield achievement gains in reading and language arts skills at or above national norms. 2. When such pupils are involved in a high mastery expectation reading and language arts program, neither ethnic origin, sex, nor IQ will be a factor in determining expected achievement levels. 3. When such pupils are involved in a high mastery expectation reading and language arts program, very little or no loss of reading achievement will be experienced from the spring of one academic year to the fall of the next academic year. 4. Such pupils who enter classrooms of high mastery expectation in their kindergarten year stand a better chance of achieving higher on achievement tests in later primary grades than those pupils who enter such a program during their first- or second-grade years.

Order No. 77-11,257, 127 pages.

AN EXPLORATORY STUDY OF THE RELATIONSHIPS BETWEEN TEACHER ATTITUDES AND VERBAL INTERACTION DURING READING INSTRUCTION

MARKHAM, Lynda Reeves, Ph.D.
The University of Texas at Austin, 1976

Supervisor: William R. Harmer

The purposes of this investigation were to explore ways of describing verbal interaction during reading instruction and to explore possible relationships between teacher attitudes and verbal interaction during reading instruction. Review of literature suggested relationships between teacher attitudes and verbal interaction, but few previous studies have examined such relationships.

Subjects were 63 pre-service teachers who were tutoring a child in reading as a part of their reading methods course. Most of the children being tutored by the subjects were in kindergarten or first grade and were reading at the primer level or lower. The 63 subjects completed The Dogmatism Scale, a measure of relative openness or closedness of an individual's general attitudes, and The Education Scale VII, a measure of the education specific attitudes of progressivism and traditionalism.

Each subject was observed for three or four 5-minute periods as he or she tutored. A verbal interaction system for coding observation of reading instruction was developed to allow following instructional sequences (teacher task initiation—child response—teacher action). The system was developed specifically to include codes for reading and related tasks and gives special attention to the teacher's influence during reading instruction.

Analysis of data resulted in a descriptive summary of observations of reading instruction. Patterns of teacher—child interaction observed included: 1.) a high proportion of correct child reading, questioning, and other task responses, 2.) a high proportion of no teacher feedback to child responses, 3.) a much higher proportion of positive than negative reinforcement by teachers, 4.) relatively few child initiated diversions from instructional tasks, and 5.) a general tendency to use reading instruction in an assessment-oriented manner (a series of teacher questions or commands followed by child response or the teacher answering for the child) rather than in an instruction-oriented manner (assisting the child in working through a number of simple steps to get information or gain reading skill).

Only weak correlations were found between teacher attitudes and measures of various aspects of verbal interaction during reading instruction. The latter included: 1.) flexibility in use of teacher actions following child response, 2.) proportion of positive reinforcement, 3.) proportion of negative reinforcement, 4.) intolerance of child diversion, and 5.) tendency to encourage child independence in reading. Though some significant correlations were found, patterns were not strong enough to warrant rejecting any of the five null hypotheses stated. Exploratory examination of relationships between types of child actions during reading instruction and types of teacher responses showed that the child's behavior is a much better predictor of teacher actions than the teachers' attitudes.

Order No. 77-11,551, 267 pages.

A COMPARATIVE STUDY OF TWO METHODS OF READING INSTRUCTION: AN INDIVIDUALIZED APPROACH USING PEER TEACHERS VERSUS A BASAL READER METHOD

MILFORD, Joyce Leona, Ph.D.
Southern Illinois University, 1976

Major Professor: Kevin J. Swick

Current efforts toward individualization of instruction include those with emphasis on changing the school's organizational patterns, the development of curriculum products for individual use, and technological aids to instruction.

Although concern for the individualization of instruction is reflected from local districts to state levels, financial situations in many schools limit the available resources with which to meet individual needs. A method of individualizing instruction which utilizes resources already available is urgently needed.

The primary objective of this study was to develop a method of providing individualized instruction in a fourth grade class of approximately thirty students which required no additional materials or added personnel. Students acting as aides and peer teachers were to provide necessary attention to individual needs.

The reading of selections from the texts and completion of question sheets based on these selections was generally accomplished in pairs or small groups. The selection of working partners was made by the students. Work in other materials in specific skill areas was completed individually with assistance from peers when necessary. Each student was given responsibility for some facet of the program. This could include scoring or record keeping.

The results of the program involving seventy-eight students in three fourth grade classes of one elementary school were compared in terms of mean raw score gain to those of sixty-six fourth graders in three classes taught by the basal reader approach in another school.

It was hypothesized that the mean reading gain scores of the experimental group would exceed those of the control group. It was further hypothesized that the mean reading gain scores for girls in the control group would exceed those of boys within that group. With added freedom of choice in materials and study partners for students in the experimental group, it was hypothesized that mean gain scores in reading for boys and girls would be equal.

Spelling and writing mechanics and usage were taught in conjunction with reading in the experimental group. To insure that any gains in reading within the experimental group were not made at the expense of the other subjects, it was hypothesized that mean gains in spelling and English for the experimental and the control group would be the same.

Students were pretested with Level 9, Form 6 of the Iowa Tests of Basic Skills, 1971 and posttested with Level 10, Form 5.

Results of multiple regression analysis using an alpha level of .05 show a mean raw score gain in reading achievement of 4.045 for the control group and 8.154 for the experimental group. The $F_{1,142}$ ratio obtained was 10.9530 (probability = .0006) giving support to the hypothesis that students receiving individualized instruction in reading would achieve higher mean gain scores than those taught with the basal reader method.

There was no significant difference in the mean reading gain scores between boys and girls in either treatment group. There was no significant gain in spelling scores for either group. However, the mean raw score gain in writing mechanics and usage for the experimental group was 14.833 with 8.046 for the control group. The $F_{1,142}$ ratio of 9.331 (probability = .0027) was significant at the .05 level. Students in the experimental group had made a statistically significant mean gain over the control group in English.

It was concluded that the utilization of peer teachers is a viable method of achieving individualization of education and that such individualization need not be dependent upon additional funds for materials and equipment.

Order No. 77-6240, 134 pages.

AN ANALYSIS OF WORDS SELECTED BY KINDERGARTEN AND FIRST GRADE CHILDREN FROM LANGUAGE EXPERIENCE STORIES IN ORDER TO TEST THREE BASIC ASSUMPTIONS OF THE LANGUAGE-EXPERIENCE APPROACH TO TEACHING BEGINNING READING

MUTHLEB, Vera Evelyn Pate, Ed.D.
Wayne State University, 1976

Major Professor: James Blake

Data from experience stories dictated by forty children--twenty kindergarten children and twenty first graders--was used to validate the internal logic of the language-experience approach as an effective method for beginning reading instruction. Three basic assumptions of the language-experience approach were tested: (1) that children are more interested in some words than others; (2) that it is easier for children to retain in their sight vocabularies words assigned to them, and (3) that over a period of time, when denied the right to choose what words they will add to their sight vocabulary, children become reluctant to reveal their word preferences.

In order to accomplish the stated purpose the researcher met with each child six times. During the first meeting the child and the researcher met in a room set aside for this purpose. The Peabody Picture Vocabulary Test was given. In addition, children in the first grade were given a recall test on a random sampling of the words they had been taught during the first nine months of the school year.

The second, third, fourth, and fifth meetings were used to gather samples of language. At the second meeting each child was given a careful explanation of the general procedures to be followed in the interviewing process.

Nineteen pictures were used as stimulus for the experience stories with the two groups of children. The pictures were chosen because of literary allusion and to elicit a varied response in the selection of vocabulary.

On a large sheet of paper responses of the child to the four standardized questions were written.

Evidence from the study was found to support Assumption One, that children are more interested in some words than others. No support was found in this investigation for Assumptions Two and Three.

There were no appreciable differences between the two groups of children, kindergarten and first grade in the number of different words chosen. Each group of children chose a total of 320 words from the experience stories which they had dictated. Eliminating duplications, a total of 176 words was chosen by the kindergarten children and the total number of different words chosen by the first-grade subjects was 192.

The majority of word choices of both groups of children, kindergarten and first grade, were outside the two Dolch Lists (The Dolch List of 95 Common Nouns, and The Dolch List of 220 Common Words). Order No. 77-9429, 254 pages.

AN ANALYSIS OF THE POSSIBLE SEX DIFFERENCES IN READING ACHIEVEMENT OF PUPILS FROM OPEN AND TRADITIONAL CLASSROOM SETTINGS

PIERRE, Rhoda Rosemarie, Ed.D.
Columbia University Teachers College, 1976

Sponsor: Professor James F. McNamara

The purpose of this study was to design and implement in an actual operational setting a program planning model that can be used by building level administrators in elementary schools to identify and analyze possible sex differences in reading achievement of pupils in open classroom settings, and of pupils in traditional classroom settings.

The inquiry analyzed possible differences within two samples: the first sample consisted of 67 children from three open classroom settings, and the second sample consisted of 66 children from three traditional classroom settings. There was no attempt to compare the two samples. The primary concern was to describe the present status of each group, and to present data and information which can be useful to those making decisions about the programs being evaluated.

This was an ex-post facto exploratory field study which utilized a two attribute linear model with multiple categories. The model was designed to yield a set of parameters for a descriptive comparison of reading achievement within the two types of settings. The model was used so that both categories – Sex and Grade level – could be treated simultaneously in the regression equation.

The model was designed to test the following hypotheses: 1. The expected reading achievement for 2nd grade girls equals the expected reading achievement for 2nd grade boys. 2. The expected reading achievement for 3rd grade girls equals the expected reading achievement for 3rd grade boys. 3. The expected reading achievement for 5th grade girls equals the expected reading achievement for 5th grade boys.

The above hypotheses were tested by using the reading achievement test scores of children in each type of setting. No attempt was made to compare directly the results for the children in each setting.

Results

1. The above hypotheses were accepted for children in the open classroom settings. Differences in reading achievement were not found to be significant at the 0.05 level. 2. The hypotheses were also accepted for children in traditional classroom settings. Differences in reading achievement were not found to be significant at the 0.05 level.

In each case an "uncomplicated" graphic display of the model test results was constructed. In addition, each modeling effort was supported by a written statement which included information available in student records and instructional program documents.

Almost parenthetically, but of importance as a result of this study, is the recognition that the model developed in this study can be utilized by schools in making comparisons of groups of students when established through the use of any criteria. This study applied the model with student groups organized by sex, but the model is equally applicable with groups constituted on the basis of other differences about which a school may be concerned. Order No. 77-6724, 122 pages.

AN ANALYSIS OF QUESTIONS AND ACTIVITIES ACCOMPANYING NARRATIVE IN SELECTED BASAL GUIDEBOOKS AND TEACHERS' USE OF GUIDEBOOKS

ROSECKY, Marion Haslam, Ed.D.
University of Pennsylvania, 1976

Supervisors: Morton Botel and Norma Kahn

The major purpose of this study was to analyze the questions and activities accompanying narrative in selected basal guidebooks to determine the patterns of approach and response indicated as appropriate in basal reading instruction. A second purpose was to obtain teachers' descriptions of their use of basal guidebooks and their practices in reading/literature instruction.

Fifty-four guidebook lessons accompanying narrative at grades one, three and five from recent editions of six basal series were analyzed using the Directed Reading Activity framework. The Purves and Rippere Literary Response Schema was used for analysis of the guided reading and discussion questions. Thirty-two reprints and fourteen adaptations from children's literature were selected as well as eight stories written for the basal. Sixty-one teachers from four elementary schools in two suburban school districts filled out the thirteen-item questionnaire after an explanation and discussion session with this researcher.

Major findings from the guidebook analysis were: (1) in approach to narrative, emphasis was placed on details in the story and vocabulary, (2) the literal understanding of narrative received the most emphasis in the guided reading and discussion questions, ranging from 49.3% to 60.0%, (3) questions about action details in the story, element Action, were listed with the greatest frequency, 34.4%, and in the higher grades, a gradual increase in interpretational questions was found, (4) across series, half or more of the questions asked for right answers, (5) in the Follow-up/Enrichment Step, the most frequently listed activities were in Reading Comprehension, Word Analysis and Composing. The activities least emphasized were Reading to Children, Dramatization and Discussion Relating to the Reader's Background.

Among the major results from the questionnaire were that a large percentage (90.2%) of the teachers sampled used their basal guidebook most or all of the time, many teachers (60.7%) considered basal stories a form of children's literature and many teachers omitted activities in the Follow-up/Enrichment Step more often than others due to a felt lack of time.

Major conclusions reached were that (1) approach to narrative in these series emphasized story details more than appreciation or overall understanding of the story, (2) one pattern of response was prescribed rather than a balanced response or a variety of response patterns, (3) a "right answers" emphasis prescribed in four of these series is inappropriate for use with narrative, (4) the teachers sampled may be mis-using their guidebooks when they omit valuable follow-up activities.

The following recommendations were made: (1) publishers should upgrade basal series in line with findings from research on effective learning strategies, on response to literature and on practices that encourage lifetime reading habits. A clear distinction should be made in comprehension skill development between skills developed with fiction and skills developed with non-fiction, (2) administrators should explicitly encourage their teachers to provide time for reading to their students daily and to provide a wide variety of books and materials with school time to read and share them, (3) priority in teacher training should be placed on developing expertise in the areas of children's literature, determining children's interests and reading interests, storytelling, dramatization, reading to children, making and using manipulative materials, use of small group format and ways to build on and develop children's language competencies, (4) teacher training should emphasize the primary importance of the teacher's own goals for reading/literature instruction including selection and adaptation from basal guidebook goals for individuals and groups of students, (5) a concerted effort should be made by all educators for wider appreciation and acceptance of the teaching of literature as central in the reading/language arts curriculum in the elementary school.

Order No. 77-10,731, 187 pages.

A STUDY OF ACHIEVEMENT OF STUDENTS IN READING AND MATHEMATICS IN THE ELEMENTARY SCHOOL PROGRAM BEFORE AND AFTER DECENTRALIZATION IN SELECTED SCHOOLS IN DETROIT, MICHIGAN

SMITH, Vernett Sublett, Ed.D.
Wayne State University, 1976

Major Professor: Joella Gipson

Background

Growing dissatisfaction with the quality of education provided by large urban school systems, and Detroit, Michigan, in particular, has stimulated educational reform. Reform has been in the areas of community participation in school decisions, revision of curriculums, and reorganization of school districts. This study is concerned with the academic achievement of children in mathematics and reading in a recently organized school district (decentralized). The study presents data for the years 1968–70, prior to decentralization, and the years 1973–75, after decentralization. The years 1971–72 were transitional years.

Organization of the Study

Five Detroit elementary public schools were chosen from a selection of Region Five elementary public schools which possed characteristics that were consistent during the years involved in this study. These characteristics included: 1. School size 2. Racial percentage of students 3. Socio-economic profile of the school. The criteria for school size refers to the degree of consistency in the individual target school's enrollment during the years involved in the study. The criteria for racial percentage of students refers to the degree of consistency in the racial composition during the years involved in

this study, at the target schools. The criteria for socio-economic profile of the school refers to the degree of consistency in the percentages of students attending the target schools from low economic status which reflect families having incomes below poverty levels as determined by the Social Security Administration, during the years involved in this study.

Purpose of the Study

The purpose of this study was to (1) obtain information related to the extent of pupil achievement in reading and mathematics, grades 4 and 6, in selected elementary schools in Detroit during the specified years; (2) to compare this data in order to determine if a significant difference in achievement since decentralization does exist in the sample; and (3) to determine if a significant relationship exists between achievement, and certain changes in the curriculum process.

Underlying Questions of the Study

The major questions underlying this study are: 1. In selected Detroit elementary public schools, is there a significant difference in grade four reading achievement since decentralization? 2. In selected Detroit elementary public schools, is there a significant difference in grade six reading achievement since decentralization? 3. In selected Detroit elementary public schools, is there a significant difference in grade four mathematics achievement since decentralization? 4. In selected Detroit elementary public schools, is there a significant difference in grade six mathematics achievement since decentralization? 5. In selected Detroit elementary public schools is there a significant relationship between achievement and certain curriculum changes since decentralization?

Methodology

This study involves an analysis of achievement in reading and mathematics before and since decentralization. The Iowa Tests of Basic Skills (ITBS), Forms 3, 4, and 5 were administered in the target schools under the direction of the Department of Evaluation and Research of the Detroit Public Schools. Data were collected, using the grade level mean scores from the sub-tests on reading comprehension, and total composite score of the sub-tests on mathematics concepts and problem-solving. A conversion table was employed to ascertain equal value of the data collected from the different forms of the Iowa Test of Basic Skills. The difference between the mean grade equivalent scores for each grade in each school was computed, and a Student t-test was conducted at the .05 level of significance.

Additional data were collected from three instruments designed to obtain information from grades four and six teachers of reading and mathematics related to the degree of changes in materials, teaching strategies, and optimum adjunctive support since decentralization. The first questionnaire was open-ended, and pilot tested in nine schools. Using the results of the first instrument, a second questionnaire was designed and field tested four months later in nine schools, six of which were previously used. A third instrument was field tested in different regions in Detroit, which reflected improved content validity. Data collected from the third instrument were analyzed, using the Chi square formula to determine if a significant relationship existed between achievement and certain curriculum changes since decentralization in selected elementary schools in Detroit.

Population

Population of this study was limited to pupils from selected Detroit public schools in grades four and six, male and female, black and white, from low and middle economic status.

Teachers, male and female, black and white, participated in the pilot testing and field testing of a questionnaire related to the instruction of reading and mathematics in grades four and six. The teachers surveyed represented those from several regions, ranging from inner-city schools to middle-class neighborhood schools in Detroit.

Schools in Region Five were selected for this study because of (1) the emphasis placed on the pursuit of quality education in the region public schools; (2) the number of innovative programs related to reading and mathematics instruction that have been implemented; (3) the small degree of involvement that was anticipated in the mandated directives related to desegregation plans. Order No. 77-9451, 311 pages.

EFFECT OF SELECTED PREREADING SKILLS ON SUBSEQUENT READING ACHIEVEMENT

STALLARD, Cathy Diane, Ph.D.
The University of Wisconsin-Madison, 1976

Supervisor: Professor Wayne Otto

This study was designed to investigate the effect of mastery of three prereading skills, letter order, letter orientation and word detail, on subsequent first-grade reading achievement. Prior to this study, the skills investigated had been shown to be 1) reasonably independent, measurable and teachable, 2) among the best predictors of first-grade reading achievement, and 3) a part of the repertoire of superior first grade readers. There was a need, however, to look more closely at 1) the relationship of these three skills to subsequent first-grade reading achievement, 2) the effect of mastery on the reading achievement of students who gain mastery before first grade, 3) the effect of gaining mastery at different times during the first grade, 4) the degree to which mastery effects the reading achievement of children from high, middle and low socioeconomic levels and 5) the efficiency of different types of systematic instruction in moving children from non-mastery to mastery of the three skills.

The study included 1,068 students from 47 randomly selected classrooms in 20 elementary schools in Fort Worth, Texas. Treatments were randomly assigned to intact classrooms with 16 classroom groups receiving systematic skill instruction involving geometric shapes/outline figures stimuli, 11 classroom groups receiving systematic skill instruction involving letter/word stimuli and 15 classroom groups receiving no systematic skill instruction. Each of the 35 twenty minute skill lessons were administered on a daily basis by individual classroom teachers from September 29 – November 17, 1975. Preceeding the period of systematic skill instruction the PRS Prereading Skills Test (1975) and the Metropolitan Reading Readiness Test (1969) were administered to all students in the 42 classrooms. Immediately following and 18 weeks subsequent to the termination of skill instruction, the PRS Prereading Skills Test was readministered and the Gates-MacGinitie Reading Achievement Tests, Primary A, Forms 1 and 2 (1965) were given.

To examine the effect of mastery and non-mastery of the skills on subsequent first-grade reading achievement, two-tailed t-tests of significance were computed for differences in reading achievement of groups of children demonstrating mastery of the selected skills and groups of children not demonstrating mastery. One hundred and seventy-four comparisons were made with one hundred and fifty-two of the comparisons being between students of comparable socioeconomic level, ethnic background and age.

Results indicated that a statistically significant difference existed 1) between the reading achievement scores of students who began first grade with a mastery of the skills and students who did not and 2) between children who attained mastery by

November and students who did not. Children who first demonstrated performances of mastery in March outperformed students who never demonstrated mastery but differences in the performances between the groups were not statistically significant. While the number of students in Treatment groups who changed from non-mastery to mastery was significantly greater than the number of students who changed in Control groups, training using geometric forms/outline figures or letter/word stimuli did not differ in impact on mastery of the skills. On the basis of the results of this study, it was concluded that mastery of the three selected skills positively affect first-grade reading achievement and that instruction in these skills appears to be worthwhile.

Order No. 76-28,179, 228 pages.

THE RELATIONSHIP OF THE WISCONSIN DESIGN FOR READING SKILL DEVELOPMENT TO READING READINESS, SOCIO-ECONOMIC STATUS AND THE READING ACHIEVEMENT OF FIRST GRADE STUDENTS

STOKES, Alfredo, Ph.D.
The Florida State University, 1976

Major Professor: Mildred E. Swearingen

This study represents an attempt to determine through an analysis of the implementation of the Wisconsin Design for Reading Skill Development whether or not the reading achievement of the experimental group was enhanced beyond that of the control group within and across groups and within specific levels of reading readiness and socio-economic status. The study was conducted over a one year period utilizing all 1973-74 first grade classes (71) in the Dougherty County, Georgia School System as the control group and all 1974-75 first grade classes (67) as the experimental group.

The research instruments used were the Metropolitan Readiness Test (pretest) and the Gates-MacGinitie Reading Test (posttest). The results from the tests were used to determine the relationships between total readiness, socio-economic status, and vocabulary growth and achievement in comprehension. The investigation was ultimately focused on determining the relationship of the Wisconsin Design to achievement in reading vocabulary and comprehension within and across groups and within specific levels of socio-economic status and total readiness.

The following hypotheses were tested at the .05 level: 1. Within the experimental and control groups, there is no linear relationship between total readiness, socio-economic status, and achievement in reading vocabulary. 2. Within the experimental and control groups, there is no linear relationship between total readiness, socio-economic status, and achievement in reading comprehension. 3. Between the experimental and control groups, there is no difference in the mean performance in vocabulary and comprehension within specific levels of readiness and socio-economic status.

The experimental group was provided special treatment with the utilization of the Wisconsin Design for Reading Skill Development. The results of the study enabled the researcher to reject the first two null hypotheses at the .05 level which supported the statements that within the experimental and control groups, there are positive relationships between socio-economic status, total readiness and achievement in reading vocabulary and comprehension. Also affirmed was the fact that socio-economic status and total readiness, used together, are usually reliable predictors of achievement when utilized with the Wisconsin Design. The relationship of these variables to achievement in several other programs have long been established, but the affirmation of this relationship to the Wisconsin Design was most important to this study.

The third null hypothesis, relating to the difference between the experimental and control group mean performance in vocabulary and comprehension within specific levels of readiness and socio-economic status, was rejected in only one class with a high SES level and high readiness score. All other levels tested were not rejected. Although the statistical results were not significant, the trend of achievement was slightly in the direction of experimental group classes. Those that seemed to have benefited more often, however, were classes with low SES levels and low readiness.

It is believed that much can yet be learned about the various factors that influence reading achievement. It is hopeful that this study contributes another aspect that may be useful in administrative decision making relative to staff development, program selection, and allocation of resources.

Order No. 77-13,346, 81 pages.

TEACHING 3-YEAR-OLDS TO READ: A CASE STUDY APPROACH

THOMAS, Betty June Young, Ed.D.
Auburn University, 1976

Director: Ron G. Noland

Two studies were designated Study A and Study B. In Study A one 3-year-old child with an average IQ was provided reading training over 13 months. A background program of speech, language, and intellectual stimulation was concomitant with the reading training with inquiry into development of these abilities. In Study B four 3-year-old children with mental ages from 3 years 5 months through 3 years 7 months were provided reading training over 2 months. The Stanford-Binet Intelligence Scale was used to establish IQs and mental ages on the children.

A range of data was gathered on the children in the investigation. A daily log was maintained throughout the training periods. Tests on reading abilities and abilities related to the background inquiry in Study A occurred during the training and 1 month after training terminated. Posttests of the reading skills taught in Study B occurred on three occasions after instruction terminated.

On the intermediate test of reading ability in Study A, when the child was 4 years 0 months old, the child recognized (by identification or by location in a group) 15 words randomly selected from a sample of 75 words taught during the initial 8 months of training and read correctly six of seven sentences presented. He also read the initial 75 words in a story text read during the training sessions. On a final posttest of reading abilities, when the child was 4 years 6 months old, 49 of 50 words randomly selected from a sample of 250 words taught during the training were recognized (by identification, self-correction, or with a phonic or discrimination cue aid). He read 89% of the words correctly on a story reading test and answered the four comprehension questions correctly. On a phonics test, 29 (84%) of the phonic units presented were pronounced and representative words were supplied for 29 (84%) of the units. The child's language and intellectual abilities, referenced to comparative norm-based test scores, improved over the study period.

The four children in Study B read the five sentences and the words presented (by identification, self-correction, or by location in a group) on the tests occurring the day after the final session, with the exception of one sentence not attempted by one child. On sentence reading and word recognition tests occurring 1 week later and 1 month after the final instructional session, the three children remaining in the study evidenced good retention of the reading skills taught during the training.

Order No. 77-4318, 258 pages.

THE RELATIONSHIPS BETWEEN UNDERSTANDING OF DIRECTIONAL CONCEPTS, INSTRUCTIONAL TERMINOLOGY, AND PROGRESS IN BEGINNING READING

TOMLINSON, Mary Jean, Ed.D.
Temple University, 1977

Chairman: S. Elizabeth Davis

This study investigated kindergarten and first grade children's understanding of basic reading concepts; the relationships between a child's understanding of these concepts and his progress in beginning reading. It was designed also to determine if these concepts could be taught prior to entry into a basal reading program. Basic reading concepts included the understanding that print symbolizes the sounds of spoken language; that print flows from left to right, top to bottom; that the order of letters in a printed word generally codes the temporal order of sounds in a spoken word; and that printer's space is used to separate written words. Included in these understandings were discrimination and differentiation among the terms letter, word, page, space, and first, middle, last, top, and bottom as applied to elements of print.

The investigation included two groups of subjects. One group was comprised of kindergarten children considered ready for formal reading instruction (N = 42). This group was subdivided into treatment (M IQ = 119.81) and nontreatment subjects (M IQ = 120.71). During the last month of kindergarten, the treatment group received 10 experimental lessons designed to teach basic reading concepts. In September of first grade, members of the treatment and nontreatment group were measured in their understanding of basic concepts. After four months of formal reading instruction, concepts were remeasured and the subjects were administered an individual, informal reading test. Basic reading concepts were assessed using the Monroe Visual I, as described in School Readiness Behavior Tests (Ilg and Ames, 1965); the Visual Discrimination and Auditory Discrimination subtests from the Gates-MacGinitie Reading Tests, Readiness Skills (1968); the Discrimination of Beginning Sounds and Ending Sounds subtests from the Clymer-Barrett Prereading Battery (1968); and the Concept Tasks, a performance based, individual test designed by the investigator to measure specific aspects of basic concepts not assessed in the selected standardized tests.

The second group of subjects was an unbiased kindergarten sample (N = 41). During the last month of kindergarten these subjects were administered the Concept Tasks and a criterion measure of reading readiness to examine the validity of the Concept Tasks.

The experimental lessons given to children who were considered ready for formal reading did not produce a significant difference between the first grade treatment and nontreatment groups in their understanding of basic reading concepts. Formal reading instruction from September to December produced a significant growth in understanding of basic concepts in first grade children. Prior to formal reading instruction, children's understanding of basic concepts correlated positively with an assessment of reading readiness; and understanding correlated positively with and predicted reading achievement after four months of first grade reading instruction. Understanding of basic concepts in December of first grade correlated positively with and simultaneously predicted reading achievement. There was a significant relationship between children's understanding of basic concepts prior to entry into a formal reading program and their understanding of these concepts after four months of formal reading instruction.

Within the first grade treatment and nontreatment groups, significant differences were found when subjects were divided according to IQ. High IQ groups were superior to average IQ groups in understanding of basic reading concepts prior to formal reading instruction and after four months of formal reading instruction. High IQ groups were superior to average IQ groups in reading achievement after four months of formal reading instruction. However, average IQ groups appeared to have made greater gains in understanding of basic concepts during formal reading instruction than did high IQ groups. Order No. 77-13,532, 149 pages.

VOCABULARY ACHIEVEMENT CHANGE OVER SUMMER VACATION FOR THIRD GRADE PUPILS ENTERING FOURTH GRADE

WILLIAMS, Lois Crane, Ph.D.
University of Maryland, 1976

Supervisor: Dr. Sarah Lou Hammond Leeper

The purpose of this study was to investigate the change in vocabulary knowledge of third grade students entering fourth grade over summer vacation as measured by spring and fall administrations of standardized achievement tests. Spring scores on the Iowa Tests of Basic Skills and the Cognitive Abilities Test were available for 248 third grade students in three schools. Fall test scores on the Gates-MacGinitie Reading Tests given in October were obtained for 224 pupils with pairs of scores available for 182 pupils. Each fall Gates-MacGinitie Reading Tests vocabulary subtest score was converted to an equivalent Iowa Tests of Basic Skills vocabulary subtest score using the Anchor Test Study Equivalence and Norms Tables for Selected Reading Achievement Tests.

Three research questions were investigated: 1. Is there a change in vocabulary achievement over summer vacation for third grade pupils entering fourth grade? 2. Is there a difference in change in vocabulary achievement over summer vacation among low, middle and high ability students classified on the basis of the Cognitive Abilities Test score? 3. Is there a difference in change in vocabulary achievement over summer vacation among low, middle and high achieving pupils classified on the basis of spring Iowa Tests of Basic Skills vocabulary subtest scores?

Research question 1 was investigated by performing a t-test of the difference between the means of paired spring and fall scores. There was no significant difference between spring and fall vocabulary scores. Research question 2 was investigated by performing an analysis of covariance with fall vocabulary scores as the criterion variable and spring vocabulary scores as the covariate for the three ability groups. No significant difference in summer change by ability group was found.

Research question 3 was investigated by performing an analysis of covariance with fall vocabulary scores as the criterion variable and spring vocabulary scores as the covariate for the three initial achievement level groups. There was a significant difference among initial achievement level groups, F (2, 178) = 6.373; p = .003. The low initial achievement level group gained while both other groups remained unchanged.

Non-research question findings included a correlation of .82 between spring and fall scores, a greater variance in fall scores than in spring scores, and a wide variation in individual direction and magnitude of change. For individual students, relative standing in relation to other group members did not change substantially. Order No. 77-13,041, 63 pages.

AN ANALYSIS OF IMPLEMENTATION AS RELATED TO AN EDUCATIONAL INNOVATION

WINKLEVOSS, Carol Jean, Ed.D.
University of Pennsylvania, 1975

Supervisor: Dr. Morton Botel

The purpose of this study was to structure the processes of educational change for the Botel-Dawkins Reading and Communicating programs innovation in the area of Reading and Language Arts using the Gross, Giacquinta, Bernstein Model of Implementation, to monitor the extent to which the conditions of the model are met at the outset and during the period of implementation, and to investigate the outcomes of using the model, i.e., the degree to which implementation was achieved.

The GGB model of the implementation of organizational innovations involves meeting and maintaining the five conditions of: (1) understanding, (2) necessary skills and training, (3) necessary materials and resources, (4) compatibility of organizational arrangements and (5) maintenance of willingness to implement the particular innovation.

A second purpose was to ascertain whether there were other conditions of implementation that should be included in the model, and if any of the conditions of the model need to be refocused and or extended. Finally, the study investigated whether the use of a particular observer involved in continuous data collection and feedback during the implementation period enhanced the meeting of the conditions, and hence, the implementation of the innovation.

Subjects included eighteen teachers in the first through third grade levels, with six respective principals in six different school settings in which the Botel-Dawkins Reading and Communicating programs innovation was introduced during the 1973–74 school year.

Three data collections periods followed the preperiod questionnaires. Each period included an individual teacher interview to investigate the conditions of implementation and teacher attitudes toward innovation as they related to implementation. Observation and rating of teacher behavior for each program was conducted to determine if behavior was representative of the innovation and therefore an indicator of implementation achieved. A principal questionnaire was employed. Fifty-three interviews and eighty-three observations were obtained.

Determination of the level of implementation obtained entailed analysis of (1) the degree to which the conditions of implementation were met, (2) the relationship of teacher attitudes toward innovation and the implementation process, and in particular, (3) teacher behavior in terms of it being representative of the innovation.

Less than half the teachers achieved a "high" level of implementation in Reading and none achieved this level in Communicating.

Data confirms a need to plan for and monitor the implementation of an innovation using a model such as the GGB model. Findings indicate efforts made here while extensive and beneficial, were not however, sufficient.

Data emphasized the dynamic quality of each condition and that all needs cannot be predicted. Results support the need for provisions in the model to include e.g., a program supervisor, as well as a participant observer to monitor and provide feedback for satisfying these conditions as stated, and as delineated during implementation.

Investigation of teacher attitudes toward innovation brought out the human side of implementation, enabled one to monitor the pulse of implementation and was necessary in forming a complete picture of the status of ongoing information.

Divergent levels of principal involvement evidenced were a hindrance to implementation, contrasted with the traditional concept of the principal's role, and demonstrated the necessity of a basic level of principal involvement.

Findings support the premise of Gross et al., in treating implementation as a distinct process and ascertaining if implementation is obtained so that evaluation is representative of the innovation having been operationalized.

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SEX DIFFERENCES IN TEACHERS' GENDER EXPECTATIONS ABOUT READING AND THEIR RELATIONSHIP TO TEACHER-STUDENT INTERACTION AND FIRST GRADE READING ACHIEVEMENT

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The phenomenon of the "teacher expectancy effect" has been widely studied and a mountain of literature has been accumulated in the area; however, little attention has focused on how expectations operate in school situations (Elashoff & Snow, 1971) Additionally, only a small body of research has dealt specifically with teacher expectations as they relate to the sex of the learner.

As Felsenthal (1970) points out, boys exhibit many more school problems than do girls–both academically and behaviorally. Beginning reading is one area in which this difference in achievement is especially significant (Criscuolo, 1968). In view of these findings, it is disturbing that teacher-pupil interaction in the classroom has not been investigated more fully to discover whether boys and girls are treated differently by their teachers. If this is so, how are these differences related to teacher expectations about student performance and subsequent academic performance?

The present study focused on teacher-pupil interaction during first grade reading instruction as it relates to pupil gender. All first grade teachers (N=15) in a suburban Trenton, New Jersey, public school district were asked to complete a reading survey; from their responses, the investigator was able to estimate their expectations for pupil success in reading. Eight teachers and their 177 students were selected to act as subjects; these teachers were divided into two groups based on their expressed expectations for the probable reading success of male and female students. One group (Group A – Gender Fair) was composed of four teachers who expressed no differential expectations for reading based on pupil gender. The second group (Group B – Female Halo) included four teachers who expressed differential expectations for boys and girls in learning to read; this group significantly favored the girls. None of the teachers expressed reading expectations which favored boys. The investigator and an assistant each made one observation in every selected classroom utilizing a Reading Observation Record. In May, 1975 independent examiners administered the Gates-MacGinitie Reading Test to all pupils while the classroom teachers administered the Botel Word Opposites Test.

The author analyzed the results using chi-square and 2x2 analyses of variance. The female first grade teachers interacted differently with girls than with boys. Male students received significantly more attention, both positive and negative, from their teachers. As well, the pattern of teacher behavior appeared to be related to reported expectations. The group of teachers who expressed no differential expectations for achievement based on student gender showed no distinction in the amount of teacher-pupil interaction given to boys and girls. In contrast, the group of teachers expressing differential expectations did give significantly more attention to their male pupils. Pupil reading achievement was directly related to teacher expectations and indirectly related to classroom behavior. Pupils taught by teachers in Group A scored significantly better in reading achievement than did pupils taught by teachers in Group B regardless of their sex.

Descriptive differences between the two groups of teachers were also discussed and related to the statistical findings. The investigator found that expectations and corresponding teacher behavior were related to student reading achievement, as noted previously. Apparently, many other factors were also involved since the two groups differed qualitatively in (1) quality of interaction with students; (2) creativity in teaching; and (3) flexibility in combination with structure and control. The statistical findings concerning teacher-pupil interaction were substantiated by the qualitative descriptive data. Overall, Group A teachers evidenced significantly more creativity and flexibility in teaching reading to their students than did Group B teachers.

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